



Behaviour POLICY

Effective from: 6th November 2024

Review: Autumn 2027

MRS C STURMEY

Policy confirmed by the Governing Body of Grace Mary Primary School on:

Date: 6th November 2024

Signature: _____
(Chair of Governors)

Signature: _____
(Head Teacher)

Statement Of Intent

At Grace Mary we offer a warm, friendly atmosphere where the children & staff can feel happy and secure and where they can grow in independence and confidence. We make the school a stimulating place, which generates enthusiasm and encourages positive progress. Children feel safe in their environment and have a positive attitude to learning. We foster a culture which develops social skills and self-awareness, while placing equal value in strong communication and cultural sensitivity. We continually strive to achieve the school aims by giving learners a high-quality education to raise standards of attainment across all ability ranges so the pupils achieve their very best.

Our Values

Respect

- EVERYONE is important and special.
- Show PRIDE in our school.
- Consideration for each other's FEELINGS, RIGHTS and BELIEFS.

Aspiration

- AMBITION to achieve excellence.
- CHALLENGE and MOTIVATE self to be the best we can be.
- BELIEVE in ourselves.

Honesty

- COURAGE to tell the truth.
- Share honestly how you feel.
- voice our opinions in a THOUGHTFUL way.

Kindness

- Show COMPASSION and CARE towards others.
- Speak out and lend each other a helping hand, TRUST.
- To always show ACCEPTANCE and be FRIENDLY.

Determination

- Try your best and never give up, PERSEVERE.
- Always use a 'GROWTH MINDSET' anything is possible
- Be BRAVE and prepared to make mistakes

Healthy

- Be PATIENT, show self control.
- Be as PHYSICALLY fit as you can be.
- Lending each other a HELPING HAND.

The importance of good behaviour

At Grace Mary we understand the importance of exceptional behaviour not only for learning but for life. We believe passionately in teaching children to become respectful, tolerant and caring members of society who can make a significant positive impact in our wider community.

At Grace Mary we develop children's character through the 'Grace Mary Way' curriculum. In order to build character, we define the behaviours and habits that we expect students to demonstrate. We want to support our pupils to grow into adults who are polite, respectful, grateful and who put others before themselves. We believe that as pupils practise these behaviours, over time they become automatic routines that positively shape how they feel about themselves and how other people perceive them. As philosopher Paul Durant states, "We are what we repeatedly do. Excellence, then, is not an act, but a habit." (1926)

The policy is embedded through a range of strategies children are involved in:

- planned curriculum work
- planned assemblies
- teaching and learning styles
- well organised school routines
- high expectations and consistency from all staff
- specific support for those experiencing difficulty
- emotional coaching
- SEMH curriculum.

The general standard of behaviour is the collective responsibility of the whole staff and pupils. Every time a child displays unacceptable behaviour it must be challenged or it will be seen as being condoned.

All staff must be positive and encourage socially acceptable behaviour and high standards of work, rewarding and praising wherever possible and the setting of good examples by staff and parents.

We aim to emphasise the positive rather than criticise.

Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- DfE (2013) 'Use of reasonable force'
- DfE (2014) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2024) 'Behaviour in schools: Advice for headteachers and school staff'
- DfE (2024) 'Keeping children safe in education'
- DfE (2022) 'Searching, Screening and Confiscation: Advice for schools'
- DfE (2024) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'

This policy operates in conjunction with the following school policies:

- Behaviour Curriculum
- Social, Emotional and Mental Health (SEMH) Policy
- Complaints Procedures Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Physical Intervention Policy
- Child-on-child Abuse Policy
- Child Protection and Safeguarding Policy
- Smoke-free Policy
- Anti-bullying Policy

Roles & Responsibilities

The governing board will have overall responsibility for:

- Making a statement of behaviour principles, and providing guidance for the headteacher on promoting good behaviour where appropriate.
- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- Ensuring this policy is published on the school website.

The headteacher will be responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes monitoring the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Acting in accordance with the statement of behaviour principles made by the governing board and having any regard to guidance provided by the governing board on promoting good behaviour.
- Establishing high expectations of pupils' conduct and behaviour and implementing measures to achieve this.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.
- Publicising this policy in writing to staff, parents and pupils at least once a year.
- Reporting to the governing board on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.
- Logging and reviewing behaviour on Cpoms

The Mental Health Lead will be responsible for:

- Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties.
- Supporting behaviour management in line with the SEMH Policy.

The AHT - Inclusion & SENCO, Safeguarding & Wellbeing Manager will be responsible for:

- Collaborating with the governing board, headteacher and the mental health lead, as part of the SLT, to determine the strategic development of behaviour and SEMH policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behaviour and SEMH policies to support pupils with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.
- Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

- Logging behaviour on Cjoms that they deal with dealing with reoccurring fighting, racist remarks, kicking, defiance, bullying, theft and verbal abuse. Passing any serious incidents onto Senior Leaders.
- supporting Class teachers with more challenging pupils offer
- communicating with and offering parents support with strategies for improving behaviour
- monitoring individual pupils receiving support
- keeping abreast of projects, both locally & nationally, which would benefit behaviour in school
- organise and implement training for Support Staff on behaviour management
- Referring children to appropriate agencies (e.g. CAMHS, Inclusions support SEMH or PPE team).

Role of parent

- will celebrate their child's achievements with him/her and show an interest in their school life
- will ensure that their children are sent to school appropriately dressed in school uniform and in accordance with the rules in the School Handbook
- will act promptly at the request of the school by letter or by telephone in the instance of a discipline or behaviour problem
- will work with the school to improve children's behaviour.
- will ensure that the child arrives at school on time and only when prior notice has been given may the child be collected to leave early.
- will support their child with home learning.
- will closely supervise their child during exclusion from school.

Teaching staff will be responsible for:

- Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
- Aiming to teach all pupils the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with behavioural difficulties will be able to study the full national curriculum.
- Teaching and modelling expected behaviour and positive relationships, demonstrating good habits.
- Being responsible and accountable for the progress and development of the pupils in their class.
- Not tolerating disruption and taking proportionate action to restore acceptable standards of behaviour.

All members of staff, including teaching and support staff, and volunteers will be responsible for:

- Adhering to this policy and applying it consistently and fairly.
- Supporting pupils in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour.
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every pupil.

- Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour. The relevant figures of authority include: - Headteacher, Deputy Head teacher, Assistant Head for Inclusion, Safeguarding & Wellbeing Manager

Pupils behaviour outside school

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives head teachers a specific statutory power to regulate pupils' behaviour in these circumstances "to such extent as is reasonable."

Any non-criminal and bullying behaviour outside school should be dealt with by the Headteacher. She/He should invite any outside agencies in (i.e parents, local authority inclusion support) to discuss the incidents outside school. Depending on the incidents outside school will depend on how the Headteacher chooses to discipline the child. She/He should discipline the child in line with the schools behaviour policy.

How do we promote good behaviour

- Children are given clear guidelines of the appropriate behaviour and expectations in all areas based on our 'Values' through our 'Behaviour Curriculum' which all staff expect the pupils to abide by.
- The policy is applied equally before school activities, playtimes, lunchtimes, lesson times, school trips and clubs that happen after school and during holidays.

Behaviour Principles

Pocket Principles

Know that there are three behaviour principles in school known as the pocket principles. These are non-negotiables and are expectations to stay in the Green (Good To Be Green). These are:-

- Be Respectful - Know that if you respect someone, you have a good opinion of their character or ideas.
- Be Responsible - Know that being responsible means being able to be trusted to do the right things that are expected of you without supervision.
- Be Ready to Learn – Know that you have the right mindset and are demonstrating fantastic learning behaviours



In order for children to meet the challenges of the day, they need to be in the green zone. For some children, they may be able to self-regulate; however, others will need support with this- co-regulation. We are going to build regular times throughout the day to support children with this process. Children placing themselves in the Yellow or Blue zone can be supported by adults within the classroom or use strategies they have identified themselves. Children placing themselves in the Red zone to receive a helping hand from the Rainbow room. Throughout the day and specifically in the morning and after lunch, children complete the ZOR strategy board, identifying the zone which they are in. This is then reviewed by staff to identify immediate next steps for each individual and to allow staff to respond accordingly. During these specified times, staff should develop relationships with children through a range of strategies e.g. use of dogs, chill and chat, identifying interests, circle time, talk time, behaviour curriculum.

Our ultimate aim is for children to be able to identify strategies which work best for them to support their emotions to enable them to self-regulate in a wide variety of situations and enable them to get back on task as soon as possible.

A blue cartoon character named Blue is shown with a question mark above its head. Surrounding Blue are five icons in rounded squares, each representing a different emotion with a label below it: 'angry' (a face with a furrowed brow), 'sad' (a face with a downturned mouth), 'thinking' (a face with a hand on its chin), 'happy' (a face with a wide smile), and 'surprised' (a face with wide eyes and an open mouth).





Low Energy



Happy



Wobbly



Helping Hand

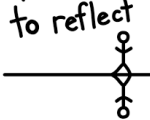
**To help me feel
green I will ...**



At Grace Mary we follow the ‘Good to be Green’ Behaviour System The ‘Good to be Green’ scheme is an effective way of promoting positive behaviour, rewarding those pupils who consistently behave appropriately, and is a means of being able to track those pupils who find it harder to meet the school’s expected behaviour code (Golden Values) The scheme is very visual, with child friendly resources which allow our pupils to easily see how they are doing in class. We believe that it is important to promote a positive message regarding behaviour management at all times- ‘Good to be Green’ is a means of promoting our high expectations of positive behaviour. If a child has had a bad day, they can start afresh the following day.



Every child starts their day on a positive note with a green card displayed in their pocket of the Class Chart. The children soon learn to associate being on Green with a feeling of having done the right thing. If they are still on Green by the end of the day, ***children are awarded Golden Tokens.***

Think about it.....	Reminder
<i>Examples of Behaviours which fall into this group</i> • Out of seat • Rocking on seat, slouching • Calling out • Pushing, shoving in line • Running indoors • Not working • Not following instructions • Fidgeting and not listening during work time and assemblies • Distracting others during work time and assemblies	Reminder 1 - EYES  Gesture <i>Silent reminder</i>
	Reminder 2 - Recovery  Verbal reminder – 5 minutes at designated class reflection table <i>Record as 'R' on GTBG sheet</i>
	Reminder 3 - Parking Take time to reflect  Parallel classroom - 10 minutes at designated reflection table in parallel classroom <i>Record as 'P' on GTBG sheet</i>
	Reminder 4 - Lunchtime Reflection Yellow Card I day Lunchtime Reflection time with SEMH staff member – Consistent Yellow cards – cause for concern

I don't think so.....	Reminders
<i>Examples of Behaviours which fall into this group</i> • disruptively/persistently • Talking at an inappropriate time, or asking inappropriate questions to disrupt • Hides work or resources • Interferes with other's property • Minor deliberate damage to resources Distracts others • Throws small objects to distract – but not to hurt • Inappropriate physical contact, e.g. poking, flicking, pulling hair. • Complains or mutters • Leaves the room without permission • Lies (older pupils) • Telling lies to get others into trouble • Persistent rough play • Continues the behavior when told to stop • Back answering • Showing no respect • Shouting in someone's face	1 day Lunchtime Reflection time with SEMH staff member — Consistent Yellow cards – cause for concern Parents called in for meeting and pupil placed on a individual plan for a set time with targets to meet. 2nd parent meeting to remove individual plan (parents can request meetings if they wish for more frequent updates).
I don't think so.....	Reminders
• Encourages others to misbehave • Uses obscene words to offend • Causes hurt intentionally • Verbal abuse of adults • Answering back or constantly questioning adults decision or request • Persistently refuses to obey instruction • Destroys own work • Destroys others' work • Insulting, name calling including racist and homophobic language • Petty theft • Damage to property or equipment (including play equipment) on purpose. • Threatens violence • stealing • rudeness with attitude (older children)	5 days Lunchtime Reflection time with SEMH staff member Parents informed by text message so that parents can contact school for more details if needed. 3 red cards during half a term – cause for concern and Parents called in for meeting to set targets and pupil placed on a individual plan for a set time with weekly meetings with parents.

Being rewarded for good behaviour

Pupils will often display behaviours where they go out of their way to be friendly, welcoming or helpful. Pupils also have the opportunity to be rewarded for very good behavior:-

1. By being awarded a number of Value tokens throughout the day by the staff that noticed the deserving behavior.
2. Lunchtime staff rewarding
3. Postcard sent home as praise.
4. Opportunity to receive 'Star Of The Week'
5. Opportunity to receive a Headteacher's weekly reward
6. Pupils achieving consistent good to be green behavior following our values and expectations will have an end of term reward film & pizza or silent disco
7. Lots of verbal praise and stickers.

Token System

Pupils have the opportunity to receive tokens for each of our 5 values throughout the week. These are added up weekly and put onto a tally for the year. Classes who obtain the most tokens each week, for each value will receive the trophy to put on display in their classroom for a week. They will then have a golden token to put towards their year tally. The class with the most tokens at the end of the year will have a whole class award.



Behaviour and SEN

Some children with very specific difficulties e.g. ADHD, downs syndrome, autism, SLD etc, may find it hard to understand and follow rules and therefore may display challenging behaviours. School will make reasonable adjustments under Disability Discrimination Act. If a child's behaviour gives cause for serious concern we can offer additional support in school. In school we have a Learning Mentor who is part of the wellbeing team and is able to give particular support to children who have more challenging behaviour. We can also, but only with the agreement of parents, seek the assistance of, for example, Inclusion support for SEMH, the Primary Prevention of Exclusion or the Educational Psychologist (see Inclusion policy for more details).

Bullying

Bullying is a very serious kind of unacceptable behaviour. The staff and governors are aware of how distressing it is and how difficult it can be to detect. It can be defined as:

'The systematic victimisation of an individual over a period of time. It may be a combination of emotional, verbal and physical abuse. It is not merely a disagreement between two or more individuals'

Through curriculum initiatives, 'JIGSAW' RSHE Curriculum sessions, and the use of emotion coaching techniques, assemblies and pupil voice meetings, there are many opportunities to raise the school community's awareness of this issue, to highlight it as totally unacceptable behaviour, and to encourage an ethos which shows that 'It's OK to tell'.

Bullying incidents are very rare at Grace Mary Primary School, please see Anti Bullying Policy. **Racist Incidents**

Racial harassment in school might include:

- verbal abuse of any kind, including name calling. (Terms such as “Paki”, “Gypo”, “Chocolate Face” etc. are designed to undermine the dignity of the individual concerned and must be seen as more serious than name calling in general.)
- physical assault;
- physical threat, intimidation or harassment (including attacks on possessions);
- ostracism in the playground, classroom or working groups;
- racist jokes (including jokes about other nations or particular groups);
- graffiti which is racially offensive;
- wearing of racist badges or t-shirts;
- distribution of racist literature, including jokes, cartoons, drawings etc

All racist incidents will be considered as serious and dealt with accordingly. The member of staff who first encounters the incident must express firm disapproval and take positive action to deal with the situation. Failing to do this could be seen as condoning the behaviour and thus discourage pupils and parents from reporting incidents. All racist incidents must be sent straight to the senior leadership team (SLT) for them to deal with. The member of SLT should

- investigate the incident to ascertain the facts, together with the background which led up to the incident
- draw the perpetrator to one side and explain clearly and calmly why the behaviour was wrong hurtful or offensive;
- seek an assurance that the pupil understands why the behaviour was wrong and that it will not be repeated;
- where an assurance is forthcoming, ask the pupil to apologise for his/her action;
- Log all correspondence on CPOMS, alerting the necessary members of staff to ensure they are aware of the incident and how it has been dealt with.

If the member of staff feels that they cannot deal with the incident or it is a reoccurring incident then it needs to be sent to Headteacher. It is vitally important that parents should be rung and informed that such behaviour is unacceptable and that further disciplinary action will be taken if there is a repetition. If there is a repetition then the parents will need to be called in for a meeting with all agencies involved.

Non- Crisis intervention

Use of restrictive physical intervention- Please see separate policy for more information.

- Will only ever be used as a last resort when a pupil is in danger of harming themselves or others.
- Will only be used by trained staff authorised by the headteacher
- Will be used within the guidance from accredited training and recorded in line with these principles.
- May, if appropriate, be incorporated within a Signs of Safety plan (appendix 2) following an individual risk assessment (appendix 3) for a pupil in some circumstances on advice from support services, when all other de-escalation techniques have failed. This would be written and agreed with parents.
- May be needed in unforeseen circumstances where there is danger of harm to a pupil, such as biting, disregarding road safety, fighting or throwing objects.
- Staff will assess risk and follow procedures to defuse situations and keep all safe from harm. This may mean removing other children from a situation or, in emergency, to use minimum of force in order to safeguard pupils. Nominated staff can be summoned by message or walkie talkie system. A list of named staff will be kept in the school office.

- All staff will be made aware of nominated adults.

Training

All teaching and support staff in Grace Mary Primary school are trained in de-escalation strategies and emotion coaching techniques. New staff to the school are always made aware of this policy and are supported in behaviour strategies. Early Years staff will use techniques to safeguard children as appropriate and will seek advice from SENCo and agencies for challenging pupils.

Post incident

- All incidents where restrictive physical intervention must be recorded on the ABC form (see appendix 4) and on SH WO12 (rev 01.02) Health and Safety Incident Report Form and passed to the headteacher. The incident will be recorded on CPOMS by the Deputy head or SENCo.
- Post incident discussion with staff involved will address:
 - details of what exactly happened
 - was the school policy adhered to?
 - why did it happen?
 - who was involved?
 - is there a pattern of behaviour involved?
 - if this was a planned intervention, does the plan need changing?
 - what can be done to prevent it happening again?
 - is there a training issue?

Staff who can administer restrictive physical intervention are: List is held in the school office

Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts the safety of a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and restrain a pupil at risk of harming themselves through physical outbursts.

Schools cannot:

- use force as a punishment – it is always unlawful to use force as a punishment.

Reduced timetable

When a reduced timetable or reintegration programme is being considered, the following policy must be followed.

1. When a reduced timetable is being considered, the student, the student's parents, SENCo, Head teacher or deputy head must be involved in the discussions before any decisions are made.
2. A reintegration plan must be drawn up which requires the agreement of the student, the student's parents, the school, the education welfare service and any other agencies involved in the student's education. The LA behaviour support team can offer guidance on how a reduced timetable and reintegration plan can be successfully used.
3. Before a reduced timetable can be approved, evidence must be provided that other strategies have been investigated or tried. These could include-
 - Analysing ABC forms to establish any patterns/triggers in behaviour.
 - Alternative plan in school e.g. entering through a different door or at a different time.
 - Support plan
 - Support from other family members
 - Analysing ABC forms to establish any patterns/triggers in behaviour.
4. The student must be supervised by an appropriate adult during school hours. Any concerns regarding the care of the student whilst they are off the school premises in regular school hours need to be raised with the SENCo or referred as a child protection concern using existing safeguarding procedures (See safeguarding policy)
5. A plan for monitoring and reviewing the reduced timetable must be agreed with the SENCo and be in line with the inclusion policy.

A reduced timetable will be done for the shortest possible time and must be done in conjunction with a risk assessment which will clearly show why the pupil can't access full time provision. The timetable should be reviewed fortnightly, time in school increased as soon as possible and the pupil should be back in full time education as quickly as possible. All of these decisions should be made in agreement with parents and correspondence with Inclusion Support.

Confiscation

A teacher or other member of staff may only seize, retain or dispose of a pupil's property if he or she has authority to do it (appendix 1). The Education and Inspections Act 2006 provides that authority when the confiscation is a lawful disciplinary penalty. It is for the staff member confiscating to show the legality of the confiscation since he or she has made the decision to interfere with the property. In this school the headteacher has delegated to all teaching staff the authority to confiscate items from pupils as a lawful disciplinary penalty. The use of confiscation as a sanction should be accompanied by a clear indication of when and where the item will be returned, and by whom. Pupils have a right to expect that confiscated items, especially those of monetary or emotional value, will be stored safely until they can be returned. Staff should take confiscated items of obvious value to the school office, for storage in the school safe.

When are items not returned to a child:

- Items of value which the pupil should not have brought to school, or has misused in some way, might, if the school judges this appropriate and reasonable, be stored safely at the school until a responsible family adult can come to retrieve them. For example, there is no acceptable reason why a pupil should bring a cigarette lighter to school. In such circumstances retention is a reasonable step both to protect property, and to enable discussion about whether the pupil is smoking and how this can be addressed.

- Other items which the pupil should not have had in their possession, particularly of an unlawful or hazardous nature, may be given by the school to an external agency for disposal or further action as necessary. This should always be followed by a letter to the parents confirming that this has taken place and the reasons for such action

Staff should keep records of items they confiscate on CPOM's and the grounds for the action, so that they may justify them later if challenged. Weapons and knives must always be handed over to the police otherwise it is for the teacher to decide when and if to return a confiscated item.

Exclusions

A decision to exclude a pupil permanently should only be taken:

- in response to a serious breach or persistent breaches of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Any child who is at risk of exclusion should be discussed with Local Authority Fair Access Exclusions department

It is the Governing Body to determine if the exclusion is lawful and on the balance of probabilities, there is *beyond reasonable doubt*. It is the School and Governors responsibility to follow the Procedures and Guidelines in the DFE 2024, [Suspension and permanent exclusion guidance](#)

1. For discipline to be effective it has to be consistent.
2. It is a widely held belief that unless the hardest line is taken against drug use/supply the message will appear to be that of school condoning drugs. Being excluded from school can be more damaging than any drug and may not remove the problem and may make it worse.
3. Excluding may take the problem out of school grounds but not away from the pupils. Research also states that when excluded, a young person is more prone to drug use and the dangers that surround it such as drug dependence and crime. Some young people use drugs to hide or distract attention away from other problems. School can often be the most stable influence in a young person's life. Whilst the pupil is in school he/she can be closely monitored, if they are excluded from school he/she will still mix with pupils unmonitored. Permanent exclusion can further alienate a young person already in need of help. Teachers can be the only adults in a child's life that have their best interests at heart.
4. Exclusion is not the only answer. "Permanent exclusion will usually be the final step, **after** a wide range of other strategies have been tried". (DFES 2003).
5. A number of factors should be taken in to account when deciding on an appropriate response.
 - Does the pupil admit or deny allegations?
 - Is this a first or subsequent offence?
 - What was the quantity of drug involved?
 - What was the pupil's motivation? (Was there malicious intent?)
 - Does the pupil have a parent/carer or family member who is using drugs?
 - Does the pupil know and understand the school policy and school rules?
 - If illegal supply is suspected, how much was supplied and was the pupil coerced in to the supply role or the one 'who's turn it was' to buy for others, or is there evidence of organised or habitual supply?
6. If a young person is using or dealing appropriate sanctions can be placed on a pupil. A range of responses can be employed. They are:
 - Early intervention
 - Referral to an outside organisation
 - Counselling

- A Behavioural contract. A contract to stay drug free whilst engaged in any type of school related activity or on school premises (see Appendix 1 for an example contract) has been proven to act as an effective deterrent.
 - Fixed period exclusion
 - Pastoral support programme
 - A managed move.
 - Permanent Exclusion
7. Each case will be treated individually. Possession will be treated differently to supplying. If it were found that dealing was taking place with any malice then the strongest course of action would be employed.
 8. Placing a young person on a "drug free in school time" contract signed by the pupil, parent/carer and school, has proved successful in deterring further drug use, in school, by a pupil.
 9. It should not be the sole burden of responsibility for one person to decide the future of any young person. Any decision should be discussed between all parties concerned to try to establish what is best for the young person and school. Record all you decide and do, it may be important in the future.
 10. The DECCA Team can be called in to school to work with any young person suspected or caught using drugs.

Police Involvement

The head teacher and the deputy head teacher can involve the police when there is a one off incidents from the list below.

1. Serious actual or threatened violence against another pupil or member of staff
2. Sexual assault / abuse
3. Supplying an illegal drug
4. Carrying an offensive weapon

When a pupil is involved in a criminal activity the School should consider whether or not to inform the police. The outcome of the police investigation does not have to have reached its conclusion before the Head Teacher makes their decision. Any involvement in criminal activity may result in the child having a fixed term exclusion.

Regulating behaviour on an offsite activity

Any minor incidents of bad behaviour should be dealt with by the most senior member of staff on the trip. Any issues of bullying, fighting or violence should be noted down and then it should be logged on CPOMS when the member of staff returns. Any major incidents (from the table below) must be dealt with by the head teacher. This will require the lead member of staff (most senior member of staff) to ring the head teacher and report concerns. The head teacher will give the course of action to be followed.

Lunchtime Exclusions

Pupils whose behaviour at lunchtime is consistently disruptive may be excluded from the school premises for the duration of the lunchtime period. Lunchtime exclusions are counted as one half of a school day for statistical purposes and to trigger Governor meeting, so that parents can make representations if required. These exclusions are not affected by the new regulations on providing pupils with education from the sixth day of their exclusions. Taking into account the child's age and vulnerability, the Head Teacher should ensure that a parent / carer has been contacted and is available to collect the pupil and supervise during the lunchtime exclusion. Free School meal entitlement must be honoured.

A Lunchtime exclusion for an indefinite period, like any other exclusion, would not be lawful. Lunchtime exclusions should not be used for long periods of time e.g. for not longer than a week.

Fixed term exclusions

Fixed term exclusions should be followed when a child breaches the school behaviour policy. Individual fixed period exclusions should be for the shortest time necessary, bearing in mind that exclusions of more than a day or two make it more difficult for the pupil to reintegrate into the School following exclusion. Ofsted inspection evidence suggests that 1-3 days are often long enough to have the desired effect without adverse educational consequences.

As a school we can do fixed term exclusions for a maximum of 45 days in one academic year. When a pupil is given a fixed period exclusion for six school days or longer, the school has a duty to arrange suitable full-time education provision from and including the sixth school day of the exclusion. When a pupil receives three fixed term exclusions in one term this should trigger an Early Help Assessment which could then lead to a Team Around the Family meeting to support parents. Inclusion Support would continue to be involved with the provision for the young person and next steps (possible a request for an EHCP needs assessment) would be considered.

When a pupil has received fifteen days exclusions in one term this should then be presented to the Governors for them to review the case *. Both of these measures are used as a strategy to prevent a permanent exclusion. Full time education must be provided from the first day for “Children in Care” (i.e. “Looked after Children”). A return to school meeting must be set up after a fixed term exclusion and this must include the parents.

Behaviour types that warrant a fixed term exclusion:

Continued disruptions in lessons & School	1 - 3 Days
Defiance	1 – 3 Days
Verbal abuse to staff / pupils / others	1 Day
Racial abuse to staff / pupils / others	1 Day
Bullying – physical / verbal	1+ Day
Physical abuse to staff / pupils / others	1+ Day
Sexually inappropriate behaviour	To be determined
Theft	1 – 3 Days
Vandalism	1 – 3 Days
Extortion	1 – 3 Days
Threatening behaviour	1 – 3 Days
Setting off Fire Alarm	1 – 3 Days

Table linked to current practices in Sandwell Primary Schools.

Governors involvement in fixed term exclusions

If total is 5 school days or less	Governors do not have to meet but it is good practice to do so.
If total is 5 1/2 school days or more	Parents have the right to put case to Governors – they are able to remove the fixed term exclusion from the pupil’s school record if appropriate.
Exclusions that total 15 school days or more in one term *.	Governors should review the pupil’s case.

Permanent Exclusions

A decision to exclude a pupil permanently should only be taken:

- in response to a serious breach or persistent breaches of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

It is the Governing Body to determine if the exclusion is lawful and on the balance of probabilities, there is *beyond reasonable doubt*. It is the School and Governors responsibility to follow the Procedures and Guidelines in the DFE 2024, 'Exclusions From maintained schools, academies & pupil referral units in England'

11. For discipline to be effective it has to be consistent.
12. It is a widely held belief that unless the hardest line is taken against drug use/supply the message will appear to be that of school condoning drugs. Being excluded from school can be more damaging than any drug and may not remove the problem and may make it worse.
13. Excluding may take the problem out of school grounds but not away from the pupils. Research also states that when excluded, a young person is more prone to drug use and the dangers that surround it such as drug dependence and crime. Some young people use drugs to hide or distract attention away from other problems. School can often be the most stable influence in a young person's life. Whilst the pupil is in school he/she can be closely monitored, if they are excluded from school he/she will still mix with pupils unmonitored. Permanent exclusion can further alienate a young person already in need of help. Teachers can be the only adults in a child's life that have their best interests at heart.
14. Exclusion is not the only answer. "Permanent exclusion will usually be the final step, **after** a wide range of other strategies have been tried". (DFES 2003).
15. A number of factors should be taken in to account when deciding on an appropriate response.
 - Does the pupil admit or deny allegations?
 - Is this a first or subsequent offence?
 - What was the quantity of drug involved?
 - What was the pupil's motivation? (Was there malicious intent?)
 - Does the pupil have a parent/carer or family member who is using drugs?
 - Does the pupil know and understand the school policy and school rules?
 - If illegal supply is suspected, how much was supplied and was the pupil coerced in to the supply role or the one 'who's turn it was' to buy for others, or is there evidence of organised or habitual supply?
16. If a young person is using or dealing appropriate sanctions can be placed on a pupil. A range of responses can be employed. They are:
 - Early intervention
 - Referral to an outside organisation
 - Counselling
 - A Behavioural contract. A contract to stay drug free whilst engaged in any type of school related activity or on school premises (see Appendix 1 for an example contract) has been proven to act as an effective deterrent.
 - Fixed period exclusion
 - Pastoral support programme
 - A managed move.
 - Permanent Exclusion
17. Each case will be treated individually. Possession will be treated differently to supplying. If it were found that dealing was taking place with any malice then the strongest course of action would be employed.
18. Placing a young person on a "drug free in school time" contract signed by the pupil, parent/carer and school, has proved successful in deterring further drug use, in school, by a pupil.

19. It should not be the sole burden of responsibility for one person to decide the future of any young person. Any decision should be discussed between all parties concerned to try to establish what is best for the young person and school. Record all you decide and do, it may be important in the future.
20. The DECCA Team can be called in to school to work with any young person suspected or caught using drugs.

The decision to permanently exclude can only be made by the Head Teacher (or Deputy Head Teacher if Head Teacher is not on site). A decision to exclude a pupil permanently should be taken only:

- a) in response to serious breaches of the school's behaviour policy: and
- b) if allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or other in the school.

The decision to exclude a pupil permanently is a serious one and should only be taken when all the facts and evidence are clear. In some circumstances it will be necessary to put a fixed term exclusion in place pending the outcome of an investigation. This should be as short as possible and work should be sent home by School in the first instance. Full time education should be provided from the sixth day of any fixed term exclusion.

There will be exceptional circumstances that the Head Teacher will decide to permanently exclude a pupil for a "one off" incident – these could be:

- 1) Serious actual or threatened violence against another pupil or member of staff
- 2) Sexual assault / abuse
- 3) Supplying an illegal drug
- 4) Carrying an offensive weapon

Once the Head Teacher has made the decision to permanently exclude a pupil they need to contact the Local Authority to advise them in order for the statutory Day 6 education provision to be made by the Authority (Day 1 for "Children in Care").

Head Teachers should carefully follow the procedures set out in law, which are designed to ensure fairness and openness in the dealing of permanent exclusions.

Correspondence to the parents / carers must clearly indicate the following:

- Reason for the permanent exclusion and effect from what date
- The parent's right to make representations about the exclusion to the governing body and how the pupil may be involved in this.
- The contact details if they wish to make such representation (this is normally the Clerk to the Governors)
- The school days on which the parent is required to ensure that their child is not present in a public place during school hours without justification and that the parent may be prosecuted, or may be given a fixed penalty notice, if they do not do so
- The arrangements that have been made enabling the pupil to continue with his / her education. (Day 6 provision)
- The latest date by which the governing body must meet to consider the exclusion. (15 school days from date of the permanent exclusion letter).
- The parent's right to see and have a copy of their child's records upon written request to the school
- The name and telephone number of an officer from the Local Authority who can provide advice as well as the contact details for ACE (Advisory Centre for Education)

Within one school day the Head Teacher must inform the governing body and the Local Authority of permanent exclusions. If the pupil lives outside the local authority where the school is located then the "home" local authority need to be advised in order from them to provide the statutory Day 6 provision.

The Clerk to the Governors is responsible for arranging the meeting of the Discipline Committee meeting, ensuring that there are three or five Governors available. The Clerk will need to Minute the meeting. The statutory guidance is that this meeting must take place within 15 school days from the date of the permanent exclusion.

The School need to collate all the relevant paperwork and to ensure that the family receives this paperwork at least five days prior to the governors meeting. The Governors as well as the Local Authority representative will also need copies of the paperwork provided again at least five days prior to the Governors meeting.

Once the Governing Body have heard the case then the clerk to the Governors will inform the family of the decision within one working day, clearly stating in the letter that the family have the right to appeal against this decision before an Independent Appeal Panel. In the appeal letter the contact details to whom the request for the appeal must be made to should be clearly identified as well as the date by which the letter needs to be received by (the family have 15 school days in which to appeal). On receipt of a letter requesting an appeal, the Local Authority has 15 school days in which to hear this appeal.

Permanent exclusions are seen as a last resort and when the School have tried all strategies. If the pupil does not respond or modify behaviour and all outside support agencies have been involved with no impact.

Appendix 1 - Law on searching children

What the law says:

What can be searched for?

1. Knives or weapons, alcohol, illegal drugs and stolen items (referred to in the legislation as 'prohibited items').

Can I search?

2. Yes, if you are a head teacher or a member of school staff and authorised by the head teacher. But:

- a. you must be the same sex as the pupil being searched; and
- b. there must be a witness (also a staff member) and, if at all possible, they should be the same gender as the pupil being searched. For example, it is possible for a female teacher to witness a search of a male pupil where there is only one male member of staff in a school or taking part in a school trip.

During a search

What the law says:

The person conducting the search may not require the pupil to remove any clothing other than outer clothing. 'Outer clothing' means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear but 'outer clothing' includes hats; shoes; boots; gloves and scarves.

'Possessions' means any goods over which the pupil has or appears to have control – this includes desks, lockers and bags. A pupil's possessions can only be searched in the presence of the pupil and another member of staff.

After a search

What the law allows:

Schools' general power to discipline, as set out in Section 91 of the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a pupil's property as a disciplinary penalty, where reasonable to do so.

Appendix 2 – Signs of Safety Plan

Signs of Safety Risk Assessment

Child Name:

Date:

What are we worried about?	What's working well?	What needs to happen?
<u>Harm/danger</u> <i>Risk to self/others/property</i>	<u>Existing strengths</u> <i>What works/successful approaches</i>	
<u>Triggers</u> <i>Use ABC chart</i>		<u>Future safety</u> <i>Approaches to avoid?</i>
<u>Complicating factors</u> <i>Barriers to understanding/communication</i> <i>Staff/peer issues</i> <i>Triggers that cant be avoided</i> <i>Any other factors?</i>	<u>Existing safety</u>	<u>Next steps</u>
		<u>Signed:</u> _____ (Parent) <u>Signed:</u> _____ (Staff)

Appendix 3 – Individual Risk Assessment

Child: _____ Date: _____

Risk	Severity (out of 5)	Likelihood (out of 5)
Harm to self	0	0
Harm to peers	0	0
Harm to adults	0	0
Harm to environment	0	0
TOTAL RISK LEVEL (out of 20)	0	0

Key to scales

	0	1	2
Severity	No risk of harm	Slight risk of harm but not likely to need first aid/repairs	Risk of harm which may involve marks/damage
Likelihood	Not likely to happen	Likely to happen infrequently/no pattern/sporadically	Likely to occur monthly
	3	4	5
Severity	Moderate risk of harm which would require first aid in school, throwing furniture.	High risk, likely to require medical advice out of school, site manager to repair, limited to one area.	Very serious consequences – hospital/death/LA involved for environment or multiple areas.
Likelihood	Likely to occur weekly	Likely to occur daily	Likely to occur multiple times a day

*If risk is deemed as 2 or higher in any single area then Signs of Safety Risk Assessment to be completed.
To be updated on monitoring of ABC forms.*

Appendix 4 - ABC Sheet

Individual Behaviour Log (ABC Form)

Date (Day, Date, Time):

Child's name:

A Antecedent Describe what situations were occurring before the child exhibited the behaviour. Make sure you include a description of the environment as well as the time of the day & location of the teacher in reference to the child.	B Behaviour Describe the child's actions objectively. Give details, do not make assumptions.	C Consequence Write down the teachers actions to help the child redirect or adapt their behaviour. - this should be linked to their behaviour plan. What was the child's reaction to their action?					1. Was physical restraint used? (circle) Yes No
		verbal	gestural	contact	sensory	other	2. Length of time in zone before re-entering Green Zone?
							3. Loop (eg, Y-R-Y-G):
							Zones 1. On entry (tick) Initially with adult: Initially without adult: Injuries /Causes HOW? WHY? FIRST AID GIVEN:

Shared with parents on:

Signed by parents:

Signed by staff member:

(Copies to: Student file, Parent, Senco)

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Appendix 5 – Witness sheet

Name-

Time/Date	Where	What happened